Volume 9 Issue 3 (2025) Pages 836-845
**Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini**
ISSN: 2549-8959 (Online) 2356-1327 (Print)

# Development of a Child-Friendly School Training Center (CFSTC) Model to Improve Teachers' Ability to Handle Aggressive Behavior of Kindergarten Children: A Quasi-Experimental Study

**Evania Yafie[1]✉, Adi Atmoko[2], Munaisra Tri Tirtaningsih[3], Rina Mukti Widianingsih[4], Suti Mega Nur Azizah[5]**
Universitas Negeri Malang, Indonesia[(1,2,3,5)]
TK Kemala Bhayangkari 11 Tumpang, Indonesia[(4)]
DOI: 10.31004/obsesi.v9i3.6898

## Abstract

This study developed and evaluated a Child Friendly School Training Center (CFSTC) Model aimed at improving teachers' skills in managing aggressive behavior in kindergarten children. Utilizing a quasi-experimental design, nine teachers at TK Kemala Bhayangkari 11 Tumpang underwent training and were assessed through pre- and post-tests. The results demonstrated significant improvements in teachers' understanding of child-friendly practices. Scores for "Introduction to Child Friendly School" increased from 71.5 to 85 ($t = 3.923$; $p = 0.001$), "Types of Aggressive Behavior" from 68 to 79 ($t = 4.134$; $p = 0.000$), and "Causes of Aggressive Children" from 70 to 83 ($t = 3.123$; $p = 0.025$). Validity and reliability tests (r-count > 0.25; Cronbach's alpha > 0.60) confirmed robust measurement. The CFSTC Model's structured modules, group discussions, and simulations enhanced teachers' ability to identify aggression and implement child-friendly interventions. These findings underscore the efficacy of targeted professional development in fostering safe, empathetic learning environments. By integrating child-friendly strategies, educators can more effectively address early aggressive behaviors and support socioemotional growth. This study provides evidence that a structured training approach can be instrumental in reducing aggression and improving the overall classroom climate in early childhood education.

**Keywords:** *Model Development, Child Friendly, Child Friendly School Training Center, Teacher Ability, Child Aggressive Behavior.*



✉ Corresponding author :
Email Address: evania.yafie.fip@um.ac.id (Malang, Indonesia)
Received 19 February 2025, Accepted 16 March 2025, Published 5 April 2025

## Introduction

For instance, Ferreira et al., (2020) showed that early social and emotional experiences may build the foundation for healthy overall development in young children by strengthening their self-regulation capacities, abilities to respond positively to others,and make sound decisions. A study revealed that it can foster children's capacity to empathize, regulate their emotions and behave responsibly which are necessary characteristics for a dynamic classroom environment (Alizadeh et al., 2011). But the difficulties in this area often provoke aggressive behavior; it usually comes out as violence, both verbal and physical, at least till kindergarten

age. Thus, these behaviors are interruptive to the learning process and become a disruption for the other children in that same class (Zhang et al., 2019).

Recent research with longitudinal designs indicates that an interplay of genetic, environmental, and social factors contributes to aggression in early childhood (Tremblay et al., 2018). Bandura's Social Learning Theory suggests that children can learn aggressive behaviours by observing and imitating adults or peers (Galanaki & Malafantis, 2022). Although various methods—such as emotion regulation strategies, positive discipline, and teacher-child-friendly training—have been employed to address childhood aggression, these approaches often lack integrated and systematic guidance for educators, relying instead on fragmented or punitive interventions (Amy O'Mara, 2024; Biyikoglu Alkan & Cavusoglu, 2024). The absence of adequate emotional support and structured programs in early childhood settings can exacerbate aggression (Desvianti, 2023), underscoring the need for a more holistic model. In Indonesia alone, the Child Protection Commission recorded 26,954 cases of violence against children over the past seven years, involving 9,266 child perpetrators or victims—evidence of a critical need for proactive and comprehensive strategies. By addressing gaps in existing methods, including limited teacher training and insufficient socioemotional guidance, the Child Friendly School Training Center (CFSTC) Model seeks to offer a more coherent framework for reducing aggression and fostering positive development in early childhood.

Tumpang sub-district, Malang district has 30 Early Childhood Education (ECE) institutions in which 114 teachers who were mostly out of the Teacher Professional Program. In initial observations, many teachers seemed to have trouble recognizing aggressive behaviour if it was not recognised in time and did not have efficient, child-friendly techniques to deal with aggressive behavior early on management techniques. Some teachers offered training on their own, and complained of difficulty controlling their emotions when responding to aggressive children. Sometimes, if early aggressive behavior not efficiently deal with it can be more devastating, serious, impacting the child's social and emotional development as well as the learning environment of children in the class (Alzahrani et al., 2019). Research shows that childhood aggression is associated with academic, developmental, social, and emotional difficulties. Factors influencing aggressive behavior include individual characteristics like impulsivity, as well as family dynamics such as maternal psychological control (Khoury-Kassabri et al., 2020). Aggressive behavior in childhood is increasingly recognized as a neurodevelopmental problem, with neuropsychological deficits playing a key role in its persistence (Van Goozen et al., 2022). The aggressive nature of it has the wider groups of children, leading to chains of violence that disrupt the learning process for all classroom ethos (Docherty et al., 2023). The urgency of finding solutions for managing challenging behavior in early childhood settings is clear. The work falls under the educational goal remains constructing an all-embracing spot with a hopeful and condusive atmosphere in which any child can easily learn and develop (Amahoru & Ahyani, 2023). It is expected that schools can be supported more efficiently in the socioemotional development of children by providing this research with child-friendly tools on how to deal better with aggressive behavior. One study Healy et al., (2020) demonstrates that school-based interventions targeting social and emotional competencies can be effective in reducing aggressive behavior. In particular, classroom management interventions like the Exceptional Classroom Teacher Classroom Management program improve outcomes for children displaying aggression, notably in areas such as math achievement, emotion regulation, and prosocial behavior. These findings highlight the importance of early interventions to address aggression in children.

Several methods have been created to manage childhood aggressive issues such as, the use of emotion regulation strategies,best practices that restore and ways teacher-child-friendly training (Purnama, 2022). Early childhood programs that focus on nonviolent communication, positive discipline and self-regulation have been found to decrease aggressive behavior (Quail & Ward, 2022). One example is the Early Childhood Emotion Management Training, which received an overwhelmingly positive response from 98% of participating teachers. In another

DOI: 10.31004/obsesi.v9i3.6898

program, 70% of participants strongly agreed and 28% agreed that their behavior management skills had improved (Palintan, 2020). Research also links programs such as the EC-SEBRIS Certificate Program and the Child Friendly Class Management Model to better classroom management, increased teacher self-efficacy, and more effective early interventions that do not involve punishment (Ritblatt et al., 2017). These findings support the idea that well-planned, organized professional development initiatives, and implemented child friendly class can help early childhood settings address violent behavior in a manner that is both safe and beneficial for children. The child-friendly approach is very appropriate to be applied in the early childhood realm because it emphasizes on empathy, communication and participation of the children (Sudirman et al., 2022). Based on the hierarchy of early childhood development, it is a sustainable manner and way for them to meet their learning needs which can reduce their aggression without involving any type punishment (Miftahudin et al., 2023).

The child-friendly approach is an idea built mainly on the Positive Discipline Theory where it promotes respectful interactions between educators and children (Wang & Kuo, 2019). Research has proven that this works to reduce aggressive behavior whilst encouraging empathy, problem solving and emotion regulation in children (Desvianti, 2023). With kindness approaches, children learn self-regulation and coping responses to aggression which can be non-punitive (Boxmeyer et al., 2021). This method will surely help in the creation of a comprehensive classroom environment, positive teacher-student relationships and it can provide an opportunity to implement effective learning (Suyatno et al., 2019).

This service will work towards developing the Child Friendly School Training Centre (CFSTC) Model targeted at increasing teachers' capacity to respond effectively to aggressive behaviour in early childhood, investigate the effectiveness of child friendly approaches in reducing aggression among young children within education settings and establish a framework that is applicable beyond current working contexts for early childhood professionals keen on enhancing social emotional competence outcomes for young children.

## Methodology

This research uses a quantitative approach with a quasi-experimental method. The quasi-experimental method was chosen because this research was conducted without randomization, but rather by placing participants into groups or giving treatment to the group under study (Lam & Wolfe, 2023). The treatment was conducted by observing the outcome of the Child Friendly School Training Center (CFSTC) Model Training. Figure 1 below shows the research design of this study:
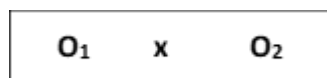
**Fig. 1 Research Design**

Description:

O1 = Pre-test before being given CFSTC Model training
x = Treatment at the time of training
O2 = Post-test after being given CFSTC Model training

Data collection this study used purposive sampling. Researchers have the ability to select specific case studies or individuals they believe possess special knowledge, thereby providing a greater depth of understanding through qualitative research methods (Campbell et al., 2020). This approach is particularly beneficial when seeking *thick contextualized data* tailored to the characteristics of a population (Yafie et al., 2024). The population consisted of teachers from TK Kemala Bhayangkari 11 Tumpang sub-district who participated in the CFSTC Model training program. Nine teachers were chosen because they met specific inclusion criteria: (1) active attendance and engagement in the training sessions, (2) willingness to implement the program's techniques in their classrooms, and (3) availability for both pre-

DOI: 10.31004/obsesi.v9i3.6898

and post-test evaluations. These criteria ensured that the selected teachers could represent the diversity of instructional backgrounds and practical experiences necessary to assess the effectiveness of the training. The purposive nature of the sample thus aimed to capture varied perspectives on how well the CFSTC Model functioned in actual classroom settings, providing a richer understanding of its impact.

This study was part of the data collection process that had been implemented inthe training model regarding CFSTC for teachers of TK Kemala Bhayangkari 11 Tumpang. Pretest by Post-test technique was used to carry out this activity, evaluating before and after training in CFSTC Model training, The pretest and post-test materials include: 1) observation of child-friendly schools, 2) types of aggressive behavior, and3) causes of aggressive children.

Descriptive data analysis based on SPSS 17.0 was performed to regard in summary the construction of factors studied and variables during this study descriptive data analysis: a form of summary that uses the mean, median and standard deviation or frequency distributions to specify all possible levels for each of the variables investigated. In this study, the SPSS version 17.0 program was used to facilitate data processing and produce statistical summaries that describe general patterns or trends in the collected data which would help researchers understand more clearly by creating a pattern of structure around his/her research variables (Mishra et al., 2019). The Kolmogorov-Smirnov test was then employed to assess data normality; when results indicated a normal distribution ($p > 0.05$), an Independent t-test was deemed appropriate for comparing mean differences between two groups. Had the data been non-normal, alternative nonparametric tests (e.g., Mann-Whitney U) would have been considered. Cronbach's Alpha was used to evaluate internal consistency reliability among the measurement scales, with values above 0.60 widely accepted in social science and educational research as indicative of adequate reliability, particularly in exploratory studies. This threshold aligns with prior empirical work, which acknowledges that Cronbach's Alpha above 0.60 can be sufficient for preliminary investigations, although higher values are generally preferred in more rigorous confirmatory analyses.

## Result and Discussion

### Validity and Reliability Test Results

Table 1 shows the results of the validity and reliability tests. This table displays the r table and r count values from measurements using Kolmogorov Smirnov for validity and Cronbach's alpha values for reliability tests.

**Table I Results Of the Validity And Reliability Test**

| Dimensions | Item Indicator | r-table | r-count | Cronbach's alpha | Description |
|---|---|---|---|---|---|
| Introduction to Child Friendly School | 1 | 0.25 | 0.68 | 0.92 | Reliable |
| | 2 | 0.25 | 0.72 | 0.92 | Reliable |
| | 3 | 0.25 | 0.96 | 0.91 | Reliable |
| | 4 | 0.25 | 0.85 | 0.88 | Reliable |
| Types of Aggressive Behavior | 5 | 0.25 | 0.84 | 0.89 | Reliable |
| | 6 | 0.25 | 0.88 | 0.92 | Reliable |
| | 7 | 0.25 | 0.92 | 0.91 | Reliable |
| | 8 | 0.25 | 0.76 | 0.88 | Reliable |
| Causes of Aggressive Children | 9 | 0.25 | 0.8 | 0.97 | Reliable |
| | 10 | 0.25 | 0.74 | 0.97 | Reliable |
| | 11 | 0.25 | 0.63 | 0.98 | Reliable |
| | 12 | 0.25 | 0.52 | 0.99 | Reliable |

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Based on the validity and reliability test results in Table 1, the r-table value is 0.25. Indicators are declared valid if the calculated r value is greater than the r table value. In the test results above, for each dimension tested, all indicators have a calculated r value that is more significant than the r table value of 0.9, so it can be interpreted that all indicators are valid. Meanwhile, variables are considered reliable for reliability testing if the Cronbach Alpha value is more significant than 0.60. In the test results above, the variables are declared reliable.

**Independent T-Test Results**

Table 2 illustrates the results of the independent samples t-test on the CFSTC Model training pre-test and post-test data. This table displays the mean and standard deviation of each pre-test and post-test, gain, t-count, and sig value.

Independent tests showed a significant increase in teachers' understanding after attending the Child Friendly School Training Center (CFSTC) training on all three dimensions measured (see Figure 2). On the Introduction to Child-Friendly School pretest, the score of 71.5 increased to 85 on the posttest, resulting in a gain of 13.5 and a T-statistic value of 3.923 (p = 0.001). Regarding aggressive behavior, the pretest score of 68 increased to 79 on the posttest, resulting in a gain of 11 and a T-statistic of 4.134 (p = 0.000). Meanwhile, for Causes of Aggressive Children, the pretest score of 70 increased to 83 on the posttest, resulting in a gain of 13 and a T-statistic of 3.123 (p = 0.025). Significance values below 0.05 in all three dimensions indicate that this training is effective in improving teachers' understanding of the concept of Child-Friendly Schools, types of aggressive behavior, and causes of aggressiveness in kindergarten children.

**Table 2. Results of Independent T-Test**

| Dimensions | Pretest | Posttest | Gain | T-Statistic | sig | Description |
|---|---|---|---|---|---|---|
| Introduction to Child Friendly School | 71.5 | 85 | 13.5 | 3.923 | 0.001 | Significant |
| Types of Aggressive Behavior | 68 | 79 | 11 | 4.134 | 0.000 | Significant |
| Causes of Aggressive Children | 70 | 83 | 13 | 3.123 | 0.025 | Significant |
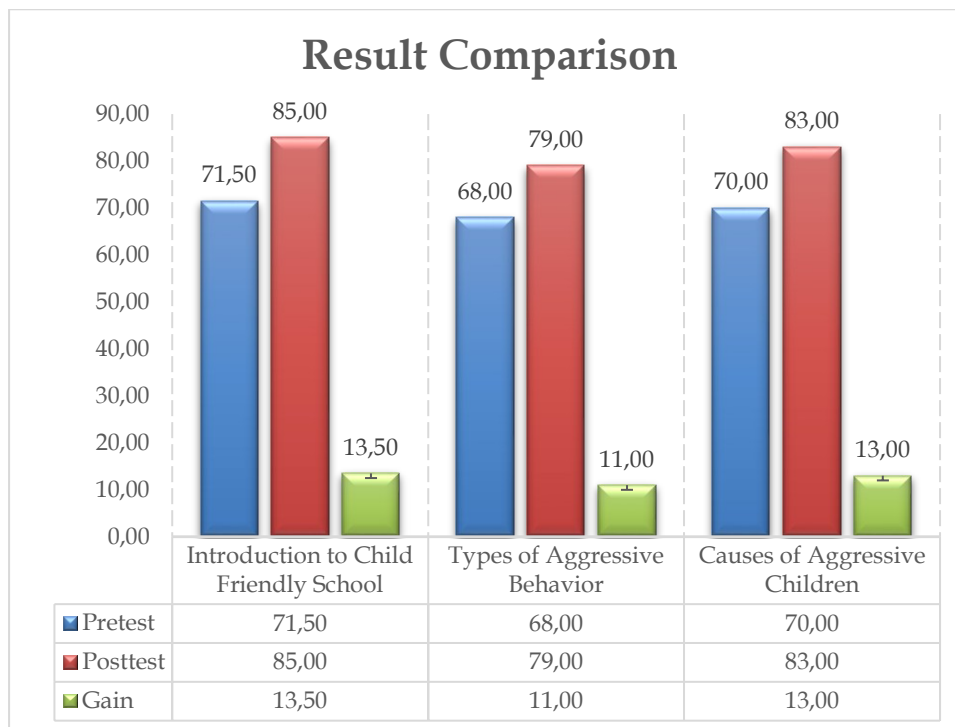
**Figure 2. Result Compariosn**

DOI: 10.31004/obsesi.v9i3.6898

## Discussion

### Improvement Effectiveness of CFSTC Model

The results of the independent t-test demonstrated that the Child Friendly School Training Centre (CFSTC) Model significantly improved teachers' understanding across all tested dimensions. In the *Introduction to Child Friendly Schools* dimension, pretest scores averaged 71.5, increasing to 85 after training, with a significance value of $p = 0.001$, indicating a statistically meaningful improvement. Similarly, in the *Types of Aggressive Behavior* dimension, scores increased from 68 to 79 ($p = 0.000$), and in *Causes of Aggressive Children*, scores rose from 70 to 83 ($p = 0.025$). These findings confirm that CFSTC training effectively enhances teachers' ability to identify, understand, and manage aggressive behavior in young children. The high reliability of the research instrument (Cronbach's Alpha = 0.950) further supports the robustness of these results.

Various approaches have been implemented to manage aggressive behavior in early childhood settings, each with its own strengths and limitations. One widely studied approach is *Cognitive-Behavioral Therapy (CBT)-based interventions*, which focus on helping children develop self-regulation skills by addressing maladaptive thought patterns and emotional responses. Research has demonstrated that CBT is effective in reducing aggression by enhancing children's cognitive control over their emotions and behaviors (Akhmetzhan et al., 2020). The structured nature of CBT enables children to gradually replace aggressive tendencies with more adaptive responses. However, its effectiveness is often constrained by the need for trained professionals, making it difficult to implement in regular classroom settings (Amelia, 2022). Additionally, young children may struggle to fully comprehend the abstract cognitive restructuring techniques employed in CBT, thereby limiting its applicability in early childhood education.

Another commonly utilized approach is *Positive Discipline Techniques*, which emphasize non-punitive methods such as fostering empathy, reinforcing positive behavior, and encouraging open communication to promote self-discipline in children. Studies have indicated that this approach strengthens teacher-child relationships and contributes to the development of prosocial behavior over time (Quail & Ward, 2022). However, while positive discipline is effective in the long term, it often requires an extended period before significant behavioral changes become evident. Moreover, teachers may find it challenging to implement these techniques consistently, particularly when addressing children who exhibit persistent aggressive behavior requiring immediate intervention (Arditti et al., 2019).

Another method that has gained increasing attention is school-based teacher training programs, which aim to equip educators with the skills necessary to identify and manage aggression in classroom settings. Research has found that these programs enhance teachers' confidence and effectiveness in handling behavioral challenges (Healy et al., 2020). By providing structured guidance on classroom management strategies, such programs enable teachers to establish a more controlled and supportive learning environment. However, a significant limitation of traditional teacher training initiatives is their short-term nature. Many programs lack ongoing reinforcement, leading to inconsistencies in the application of learned strategies (Purnama et al., 2022). Without continuous professional development, teachers may struggle to sustain the long-term effectiveness of their training.

Given these limitations, the *Child Friendly School Training Center (CFSTC) Model* offers a more comprehensive approach by integrating the strengths of multiple intervention strategies. Unlike CBT, which requires specialized therapists, CFSTC provides practical, research-based strategies that can be directly applied by teachers in everyday classroom settings. Additionally, while positive discipline emphasizes non-punitive approaches, CFSTC ensures that teachers receive structured training to implement these techniques consistently. Furthermore, unlike conventional school-based training programs that often lack follow-up mechanisms, CFSTC incorporates continuous reinforcement and support, allowing teachers to refine their skills over time. This integration makes CFSTC a holistic, scalable solution that

DOI: 10.31004/obsesi.v9i3.6898

enhances both teacher competency and classroom management, ultimately fostering a more conducive and supportive learning environment for children.

**Strategies Used of CFSTC Model**

The CFSTC training model is highly practical and case-study-based, allowing teachers to directly apply Child Friendly School principles in their daily interactions with students. Through targeted interventions, teachers not only acquire theoretical knowledge but also gain hands-on experience in identifying and managing aggressive behavior in children, as evidenced by their improved post-test scores in each domain (Nazarova, 2020). This aligns with Bandura's Social Learning Theory, which suggests that behaviors—including aggression—are learned through observation and imitation (Galanaki & Malafantis, 2022). By providing teachers with structured, real-world applications of child-friendly strategies, CFSTC training enables them to model and reinforce positive behaviors, thereby reducing the likelihood of aggression in children.

Additionally, CFSTC training incorporates participative group discussions, allowing teachers to reflect on real cases they have encountered and exchange experiences with their peers. This interactive approach fosters active engagement, deepens teachers' understanding of aggressive behavior, and reinforces collaborative problem-solving techniques. These findings are supported by studies demonstrating that school-based interventions significantly improve teachers' ability to manage aggression and promote prosocial behaviors in students (Drigas et al., 2020).

Another key component of CFSTC training is the use of visualization and simulation exercises, which familiarize teachers with different forms of aggression and equip them with practical coping strategies. Research has shown that interactive learning methods, such as visual aids and role-playing, enhance educators' ability to recognize early signs of aggression and implement appropriate interventions (Birinci & Sariçoban, 2021). The effectiveness of this approach is further demonstrated by the substantial increase in teachers' post-test scores across all dimensions. Consistent with findings by (Weerathai, 2019), the pre-test and post-test assessments allow teachers to track their progress, while structured feedback sessions provide guidance on areas for further improvement.

Furthermore, CFSTC aligns with prior research indicating that structured school-based interventions are among the most effective strategies for reducing aggressive behavior in young children. Unlike general discipline programs, CFSTC's structured training model ensures that teachers receive continuous support and reinforcement, which has been shown to contribute to long-term improvements in classroom management (Yafie et al., 2020). By integrating observational learning, participative discussions, and interactive training methods, CFSTC enhances teachers' competence in creating a more child-friendly learning environment, ultimately contributing to a decrease in aggression and fostering positive behavioral development in students.

## Conclusion

This study concludes that kindergarten teachers significantly improved their ability to understand and manage aggressive behavior in children after participating in the Child Friendly School Training Centre (CFSTC) training. The improvement was evident across three key dimensions: Introduction to Child-Friendly Schools, Types of Aggression, and Causes of Aggression. Validity and reliability tests confirmed that the measurement instruments provided consistent and dependable results. Furthermore, independent t-test results demonstrated a statistically significant difference ($p < 0.05$) between pre-test and post-test scores in all three dimensions, reinforcing the effectiveness of the CFSTC model in enhancing teachers' competencies in aggression management. Beyond these findings, this study has important practical implications. The CFSTC training model, which integrates practical activities, participatory discussions, visualization, and simulation, offers a structured

DOI: 10.31004/obsesi.v9i3.6898
approach that can be adopted by other schools to create a safer and more inclusive learning environment. The results indicate that incorporating child-friendly school principles into teacher training programs can help educators proactively identify and address aggression in early childhood settings. Schools and policymakers should consider implementing CFSTC-based training modules in professional development programs to strengthen classroom management strategies and promote a positive school climate. However, this study also has certain limitations. The relatively small sample size limits the generalizability of the findings, and the study did not assess the long-term impact of the training on teacher behavior and student outcomes. Future research should involve larger sample groups and conduct longitudinal studies to determine the sustainability of the CFSTC model's impact over time. Additionally, further studies could explore how the model can be adapted to different cultural and educational contexts to optimize its effectiveness in diverse school settings..

## Acknowledgment

We would like to thank Kemala Bhayangkari 11 Tumpang Kindergarten and the State University of Malang for the support and opportunity to conduct research on aggressive behavior in children. The cooperation of the participating schools, teachers and families was invaluable in making this research possible. We hope that the findings of this study can contribute to the understanding and development of effective educational strategies.

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